

Peculiarities of Development of a Bilingua Child

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Abstract: The article deals with the development of children in a situation of bilingualism. The factors influencing the place and role of a bilingual child in society are studied; the definition of the concept of bilingualism is given. The article gives recommendations on approaches to the upbringing and education of bilingual children in the family and preschool educational institutions.

Keywords: monolingualism, bilingualism, bilingualism, receptive, productive, reproductive bilingualism, native speakers.

In the modern, global, multicultural world, marriages between representatives of different nations are increasingly common. Children in such families (and in society as a whole) find themselves in a special position that distinguishes them from their peers - from childhood they find themselves in a situation of simultaneous exposure to two, and sometimes more languages. This situation is called bilingualism, or bilingualism.

According to a number of researchers, there are more bilinguals in the world than monolinguals. It is known that by now children's bilingualism covers almost half of the children on our planet. This trend is expected to continue to grow.

The degree of speech development inevitably affects the child's sense of self, when the ability to express one's thoughts and understand the speech of others affects his place and role in society (circle of friends and grades at school, the opportunity to become a leader in a team, etc.). The level of language use depends on the variety, depth and correctness of speech impressions that the child receives from early childhood. Therefore, it is so important to give the baby a full-fledged language development at the age when the foundations of the personality are formed, the intellect awakens.

According to generally accepted ideas, bilingualism (bilingualism) is the fluency in two languages at the same time. It is considered a classic definition of W. Weinrach, where he states that bilingualism is the possession of two languages and their alternate use depending on the conditions of verbal communication. From the point of view of psycholinguistics, bilingualism is the ability to use two language systems for communication.

Bilingualism has a positive effect on the development of memory, the ability to understand, analyze and discuss the phenomena of language, ingenuity, speed of reaction, mathematical skills and logic. Fully developing bilinguals, as a rule, study well and master abstract sciences, literature and other foreign languages better than others.

The younger the child, the more chances he has to master the second language to the maximum extent possible and with natural pronunciation. It can be said unequivocally: children have an undeniable advantage in learning a foreign language over adults. The memory of a child is more receptive, unlike an adult, he is not constrained by complexes, he is not afraid to make a mistake, not to remember the right word in time.

A bilingual child, unlike a monolingual child, is more interested in linguistic phenomena, since his language experience is much wider. Quite early interest in the semantics of words, to the fact that

the same concept can be expressed both in English and in Russian, is shown. This contributes to the development of translation skills, as well as interest in the motivation of names. Deriving their own etymology of words, children actively use the knowledge of two languages.

Bilingualism develops spontaneously if parents do not plan in advance the languages of communication with the child, mix them themselves, do not control the child's speech, and do not pay attention to its shortcomings. Sometimes spontaneous bilingualism develops if on the street children speak a language other than at home, or "home" and "street" languages are mixed without any attention to such speech development on the part of parents. In the case of the spontaneous development of bilingualism, too many errors occur in the child's speech.

If parents consciously approach the formation of a child's bilingualism, they think in advance on what principle, to what extent and for how long communication in each language will be carried out.

When studying the phenomenon, scientists take into account the degree of mastery of a new language, for example, E.M. Vereshchagin distinguishes three levels of bilingualism: receptive - understanding of speech works, reproductive - the ability to reproduce what is heard, productive - the ability not only to understand and reproduce, but also to build whole meaningful statements. All bilingual children go through these stages of bilingual development.

Undoubtedly, the ideal for the formation of bilingualism is the beginning of communication with the child in both languages that coincides in time, i.e. from the first month of his life. The later the second language is introduced into communication with the child, the more clearly the first language dominates the second.

After three years, it is already possible to specifically teach a child a new language in a playful way, with the help of books, audio recordings and videos. The appearance of new toys during this period can be associated with the language being studied. For example, to convince the child that this doll does not understand Russian, because it came from England, her name is also English, and she will not be able to play with other dolls if she is not helped. The same can be said for new pets. Parents, if they speak the language, are encouraged to speak English with new toys.

If both languages are acquired in the course of communication, as happens with their simultaneous development, and not with special education, the child's bilingualism is formed as natural. The child treats each of the two languages as a means of communication, he is ready to communicate in any of them, express his thoughts and feelings. Gradually he gets used to it, even if he knows that one of the languages is not native to him and his parents. It even seems unnatural to a child if dad, who always spoke English to him, suddenly starts talking to him in Russian. This is explained by the fact that one of the permanent social roles in the father-son pair is played in English. The child feels that this language brings him closer to his father, this is "their special" language. If dad goes somewhere, the child misses dad and the language in which they communicate. In such cases, the English language always reminds of the pope, is associated with him. In special education, the child treats a new language as a subject of study, a new game, a new type of activity; he does not consider it as one of the means of communication. This is a sign of artificial bilingualism. However, when creating special conditions, actively connecting communication with a native speaker of a new language (friends, acquaintances, nanny or governess) for a long time, a new language can also become one of the means of communication for a child.

Of course, organizing a special bilingual environment for a monolingual child at home is a task that is sometimes impossible for parents. Specialized centers and kindergartens are their active assistants on this path. Communication with peers, interesting activities built in the form of fun games, attentive teachers and appropriate care for the child throughout the day - this is a small list

of the advantages of a kindergarten that teaches children English from 3-4 years old. However, when looking for such a kindergarten, parents face a number of problems: there are a lot of schools, centers, children's clubs and kindergartens offering such services, but their quality vary significantly. In some, only Russian teachers work, which, when learning a foreign language, cannot but affect the pronunciation of the child, in others, the lessons are too formalized, the kids quickly get tired of having to sit at the table and listen to the teacher, and others are organized like clubs where children can communicate with foreigners and peers, including those who speak foreign languages, but there is no learning as such. How to find the "golden mean"?

First of all, you should pay attention to the methodology of teaching a foreign language. In a professional educational institution, you will definitely be told what methodology teachers use, what its essence is, what its advantages are. It is no secret that many newly formed schools do not have any specific methodology. The second thing to pay attention to is the form of organization of classes. It depends on her whether the baby learns knowledge. A qualified specialist will not organize a lesson with children 3-5 years old in the manner of a school lesson. He will definitely include outdoor games, game breaks, songs in the lesson process. The more diverse the activities of the teacher during the lesson, the better the material will be absorbed by the children. In addition, of course, it is necessary to take into account the level of foreign language proficiency of the teacher himself. Ideally, if the teacher is a native speaker, it is good if the Russian teacher speaks a foreign language at the level of a native speaker. And, of course, a teacher is a teacher because he loves children, understands their interests and knows how to work with them.

You can diversify the learning process with homework, for example, using multimedia programs. Here, too, it is important to choose a program built on the use of modern pedagogical principles, so it is better to focus on the products of well-known developers.

In general, you can learn a foreign language and become an adult and a busy person, having gone through a more thorny and difficult path of mistakes, but if you can make this path easier for your child, then it is better to start it from infancy.

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